

ADVICE TO BE PROVIDED BY THE CHIEF INSPECTOR OF EDUCATION AND TRAINING IN WALES IN 2008- 09

1. Summary

1.1 Provision in the Education Act 2005 and the Learning and Skills Act 2000 requires the Chief Inspector to provide advice to Welsh Ministers on any aspect of education and training within the remit of Her Majesty's Inspectorate for Education and Training.

1.2 This document, approved by the Minister for Children, Education, Lifelong Learning and Skills, sets out the advice being commissioned by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in 2008-09. It also provides advance notice of the advice likely to be required in 2009-10.

1.3 Advice provided by Estyn is in most cases published on the Inspectorate's website. Appendix 3 sets out how DCELLS will work with Estyn in the submission and publication of advice and also the procedures for the publication of the Assembly Government's response to advice and recommendations provided by the Inspectorate.

2. One Wales

2.1 The Inspectorate's work is undertaken in the context of the overall strategic direction set by One Wales – A Progressive Agenda for Wales. In particular One Wales outlines a vision of society where:

- learning throughout life is the norm;
- the people of Wales are actively engaged in acquiring new knowledge from childhood to old age;
- we will meet the challenge of improving the level of qualifications attained by our children, young people and adults; and
- we will build upon our partnership with education providers, staff and parents to create the best possible schools for the future.

2.2. The Inspectorate has a key role in contributing to the evidence base that underpins policy on education and training in Wales to address the One Wales commitments. This document therefore sets out:

- **the specific advice required by DCELLS in 2008-09 (Appendix 1).** This includes issues where Estyn is asked to provide detailed reports drawing on inspection evidence. The programme has been discussed in outline with the Inspectorate and in most instances is to be delivered within the 2008-09 business year. Details are also provided of working groups that Estyn is asked to support through attendance and contributions to proceedings;
- **a first draft of advice likely to be required by DCELLS in 2009-10 (Appendix 2).** The programme of work has been discussed in outline with Estyn and is provided to inform the Inspectorate's planning. However, it is recognised that the programme is provisional and will be subject to further discussion and review before being finalised.

2.3 It also recognised that the Chief Inspector can inspect and report upon any aspect of education and training within his remit. Determination of the areas to be addressed in addition to the remit provided by the Minister for Children, Education, Lifelong Learning and Skills are therefore a matter for Estyn. In this context the Inspectorate may wish to note the specific aims and objectives in the field of education and training set out under the following headings in One Wales:

- Establishing a right to learn so that everyone from whatever age and whether Welsh-speaking or English speaking has the right to education.
- Reforming funding so that arrangements are in place that allows schools and colleges to plan for the future.
- Ensuring the best start in life so that very young children will have every opportunity to develop and grow in a happy, healthy and supportive environment.
- Creating 21st century schools that are fit for purpose and properly funded with highly professional and motivated staff.
- Developing adult further learning so that Wales has a strong network of colleges and universities offering further and higher education.

3. Area Inspection.

3.1 The focus for area inspection in 2008-09 will continue to be on the quality and standard of provision for 14-19 year olds. As previously agreed such inspections will:

- report on standards of provision, quality of teaching and learning and value for money;
- report on the development of local 14-19 networks and their impact on local arrangements and learners;
- identify examples of good practice in developing responsive provision;
- identify critical success factors in network development;
- provide recommendations to enable the local network and other stakeholders to secure improvement.

3.2. It is proposed that area inspections will also include a report on the strength of partnership working between 14-19 networks and Young People's Partnerships in delivery of all elements of the 14-19 agenda. In 2008-09 Estyn is remitted as a minimum to undertake one area inspection of 14-19 provision in the Caerphilly local authority area. Subject to the availability of resources a second inspection may be undertaken of the Rhondda Cynon Taff local authority area or an area to be agreed with DCELLS.

3.3 In addition Estyn is asked to continue work on the development of an ongoing cycle of 14-19 inspections with appropriate guidance for practitioners. This work should be undertaken in partnership with the lead DCELLS division – Youth and Adult Learning Opportunities Division (YALO). As with other named DCELLS contacts in this document Estyn will be provided with details of new contact points where responsibilities in DCELLS are revised in April 2008.

4. Improving Inspection Arrangements.

4.1 Working within the current statutory framework and primarily the Education Act 2005 and the Learning and Skills Act 2000, Estyn is asked to continue to work with DCELLS and others as part of ongoing work to develop effective approaches to inspection in the following areas.

Offender Learning.

4.2 The current position is that a Memorandum of Understanding has been signed between Estyn and Her Majesty's Inspectorate of Prisons. As a result, Estyn is taking lead responsibility for the inspection of offender learning in prisons and provision for those on probation in Wales. The first Estyn inspection of a Welsh prison has already taken place. Estyn also has a reciprocal arrangement with Ofsted under which the two organisations co-operate on Estyn inspections of prisons in Wales and on Ofsted inspections of English prisons accommodating Welsh prisoners.

4.3 Estyn is asked to continue to work with the lead DCELLS division - Skills, Business and Employability Division (SBE) - to ensure that effective arrangements are in place for the inspection of offender learning.

Young People's Partnerships.

4.4 Estyn currently inspects the operation of the Young People's Partnerships (YPPs) under the Learning and Skills Act 2000 and already involves representatives of other inspectorates as members of the team. YPPs contribute to local Children and Young People's Plans (CYPPs) as described in guidance under the Children Act 2004 - *Stronger Partnerships for Better Outcomes* and *Shared Planning for Better Outcomes*. Current arrangements for five year strategic plans and annual delivery plans for youth support services are replaced by the CYPP.

4.5 Implementation of Children Act 2004 guidance on Children and Young People's Partnerships and Plans (CYPPs) is a key area for development. Planning guidance describes the importance of regulation and inspection procedures supporting partnership working. The Children Act 2004 sets out the arrangements for inspection of functions under part 3 of the Act. To ensure effective co-ordination of inspection of these functions under these arrangements, the Care and Social Services Inspectorate for Wales is leading work with other inspectorates and regulatory bodies including, Estyn, the Healthcare Inspectorate for Wales, the Wales Audit Office, HM Inspectorate of Probation and HM Inspectorate of Constabulary to develop protocols and plan work to inspect and evaluate the effectiveness of services for children and young people, including the Partnerships.

4.6 Estyn is asked to continue to play a full part in this work so that effective arrangements are in place. The lead DCELLS division is the Children's Strategy Division (CSD).

Youth and Community Work Training.

4.7 Estyn is requested to continue to work with the Youth and Adult Learning Opportunities Division (YALO) to develop specific guidance for the inspection of Higher Education Institutions delivering training for youth and community work including placements and community support.

Initial Teacher Training (ITT).

4.8 Estyn is also requested to continue to work closely with HEFCW on ITT matters and, in particular, is asked to continue to monitor the development of the reconfigured Schools of Education as part of the inspection arrangements for 2008-10.

School Effectiveness Framework

4.9. Improved learning and well being for children and young people is at the heart of the School Effectiveness Framework which was launched by the Welsh Assembly Government in February 2008. The Framework, which has been developed in conjunction with schools, local authorities, unions, professional and national bodies and other stakeholders, sets out the vision and a schedule for the implementation of the framework.

4.10 The Framework has been designed to bring together existing policies, share the best practice in schools in Wales and ensure that everyone involved in children and young people's learning and wellbeing is aligned to a common goal.

4.11 Estyn is asked in the context of its work on Estyn 2010 to consider how the inspection framework for 2010 and beyond should be aligned with the school effectiveness framework. In the interim when inspections are carried out of schools which have started to apply the framework Estyn is asked to take account of this as appropriate and report on the effectiveness of this work where there is sufficient evidence of its impact to justify doing so.

5. Statement of Arrangements

5.1 It has been found useful to develop tailored statements of arrangements to set out how Estyn will work with colleagues in the Department for Children, Education, Lifelong Learning and Skills on specific aspects of inspection. Such statements are reviewed and updated on a regular basis and are agreed separately from this document.

5.2 Statements of arrangements operate currently in the following areas:

- Inspection of services provide by Careers Wales – with Youth and Adult Learning Opportunities Division (YALO).
- Inspection of Youth Support Services – with Youth and Adult Learning Opportunities Division (YALO).
- Inspection of Independent schools - with the Additional Needs and Inclusion Division
- Inspection of post 16 learning - with the Lifelong Learning and Skills Group.

6. Submission of advice to DCELLS.

6.1 To support this remit the Performance and Improvement Division (PID) will provide Estyn with supporting tables containing:

- a short outline of the advice or survey work required;
- an initial view on the timescale for the completion of the work;
- confirmation that the advice or survey is for publication;
- a lead contact point in DCELLS for each item of work commissioned in the remit.

6.2 Procedures for submission and publication of advice are at Appendix 3. In addition, progress in the completion of remit items will be monitored on a regular basis by PID.

6.3 The division will also act as an initial clearing house for all queries on the remit and **will advise Estyn on shifts in roles and responsibilities related to the remit flowing from the changes in DCELLS structures to be implemented from 1 April 2008.**

Department for Children, Education, Lifelong Learning and Skills
Welsh Assembly Government

Appendix 1

Specific advice required by DCELLS in 2008-09 (Appendix 1).

This includes areas where Estyn is asked to report on identified issues drawing on inspection evidence. This programme has been discussed in outline with the Inspectorate and in most instances will be delivered within the 2008-09 business year. Details are also provided of working groups that Estyn is asked to support through attendance and contributions to proceedings.

Early Years and Inclusion

Estyn is asked to report on the following areas drawing on inspection evidence.

1. Learning through play. Good practice guidance.
2. The impact on LEAs of growing numbers of migrant pupils particularly from EU accession states.

In addition, Estyn is requested to provide advice and support to the following working groups through representation and contributions to working group papers where appropriate -

- Minority Ethnic Achievement Strategy Group.
- Inclusion Policy and Performance Framework (support to 4 separate groups).
- Ministerial Advisory Group - SEN and Disability Sub Group
- National Review of Behaviour/Attendance Steering Group.
- Foundation Phase Working Group.

Schools.

Estyn is asked to report on the following areas drawing on inspection evidence

3. Evaluation of the impact of 'Unlocking the Potential' funding for special schools.
4. Evaluation of the impact of RAISE funding - with a focus on standards and outcomes for learners.
5. Review of the effectiveness of Race Equality Plans in schools. Position paper and good practice guidance.
6. Improving numeracy in early years. Position paper and good practice guidance
7. Effective approaches to reading for 5-7 year olds. Position paper and good practice guidance.
8. Review of action to improve the health of pupils. Short progress report.
9. Effective parental involvement in schools. Position paper and good practice guidance.
10. Review of the impact of KS2-3 Transition Grant in developing and disseminating innovative practice to promote improved transition arrangements.
11. Improving standards of MFL in secondary schools. Position paper and good practice guidance.

In addition, Estyn is requested to provide advice and support to the following working groups through representation and contributions to working papers where appropriate.

- Active Young People Panel.
- ICT Strategy Working Group.
- Advisory Panel on ICT in Schools.
- Modern Foreign Languages KS2 Pilot Steering Group.
- Immersion & Intensive Language Teaching Steering Group.
- Education for Sustainable Development and Global Citizenship Working Group.

14-19 Learning Pathways

Estyn is asked to report on the following areas drawing on inspection evidence

12. Evaluation of the delivery of key skills qualifications at KS4. Position paper.
13. Evaluation of post-18 offender learning in Wales. Position paper.

In addition, Estyn is requested to provide advice and support to the following working groups through representation and contributions to working papers where appropriate.

- Learning Pathways 14-19 Working Group.
- Welsh Baccalaureate Qualification Steering Group and Contract Monitoring Group.

Supporting Practitioners

Estyn is asked to report on the following areas drawing on inspection evidence.

14. Evaluation of the extent and impact of remodelling on learning in schools and the school workforce. Position paper.

In addition, Estyn is requested to provide advice and support through representation and contributions to working papers where appropriate to the following working groups:

- NGFL Cymru Working Group.
- The National Headship Development Programme Working Group.

Beyond Compulsory Education: Skills, Further Education and Lifelong Learning

Estyn is asked to report on the following areas drawing on inspection evidence.

15. Listening to the community – evaluation of the impact and effectiveness of the consultations by providers with learners and the involvement of local communities in the development of learning that is fitted to local needs. Position paper.
16. Evaluation of the effectiveness of performance management and accountability in FE institutions.

In addition, Estyn is requested to provide advice and support to the following working groups through representation and contributions to working papers where appropriate.

- Future Skills Wales Steering Group.
- Basic Skills Strategy Steering Group.
- Strategy Working Group for Inspection of Offender Learning [*supports the Education, Training and Employment (ETE) for Offenders Group*].
- Youth Justice Board Learning and Skills Reference Group.
- Key Skills in Work-Based Training Working Group.

- Work-Based Learning Policy Group.
- Key Skills Support Programme Cymru Steering Group.
- Work Based Learning Pathways Steering Group.

Quality Education Services and equal opportunities for children, young people and adults

Estyn is asked to report on the following areas drawing on inspection evidence

17. Evaluation of participation within the Common Inspection Framework – mapped against the National Participation Standards for Wales. Position paper.
18. Evaluation of the provision, use and impact of management information in youth support services and adult community-based learning. Position paper and good practice guidance.
19. Evaluation and impact of local authority intervention and support for schools causing concern. Position paper
20. Evaluation of the extent and impact of the use made of destination data by local authorities to target support for children and young people. Position paper and good practice guidance
21. Evaluation of the quality of education and training for minority groups including asylum seekers, non-gypsy travelers, and European migrant workers – with the focus on adult learners. Position paper.
22. Evaluation of the impact of the Careers Wales Quality Award on service provision targeted to improve clients' ability to make career planning decisions. Position paper.
23. Evaluation of learning in social care – with a link to be established with the Care Council for Wales. Position paper.
24. Evaluation of the quality and value of the education and training funded through the Wales Union Learning Fund. Position paper.

In addition, Estyn is requested to provide advice and support to the following working groups through representation and contributions to working papers where appropriate.

- Wales Participation Consortium for Children & Young People 0-25
- All Wales Young People's Organisation (AWYPO)

Other areas on which DELLS may require advice

Estyn also provides ad hoc advice and ongoing support for decision making in a range of areas. In 2008-09 it is anticipated that advice will be required in the following areas:

- School closure and reorganisation proposals.
- Placements for children and young people with special education needs (s.347s)
- Better Schools Fund applications.
- Development of qualifications and inspection arrangements for any proposed new initial teacher training and continuing professional development requirements for teachers, tutors and trainers in the Lifelong Learning Sector.
- Schools causing concern.
- Follow up work on any LEAs found to be failing.
- Children and Young People's Plans.
- School Effectiveness Framework – as part of 'Tri-level reform'.
- Ad hoc issues as they arise; including Assembly Questions, appointments to

- committees of AGSBs, background information for Ministerial visits to schools.

Appendix 2.

Initial guidance on areas where advice is likely to be required in 2009-10

First draft of advice likely to be required by DCELLS in 2009-10. The programme of work has been discussed in outline with Estyn and is provided to inform the Inspectorate's planning. However, it is recognised that the programme of work is provisional and will be subject to further discussion, review and refinement before being finalised.

Estyn is remitted to put any necessary preparatory work in hand, in consultation with DCELLS, during 2008-09 for work proposed for 2009-10. It is anticipated that advice will be required on the following areas.

1. The use of the skills framework in 7-14 provision
2. Curriculum innovation at KS3 (including timetable arrangements, thematic approaches, thinking skills, emotional literacy)
3. The quality and consistency for the arrangements for standardising NC teacher assessments in KS1 and KS2
4. Impact of the RAISE initiative
5. Impact of CPD Programme (new programme runs for 3 years from April 2008 to March 2011) on teachers, schools and pupils
6. Asylum seeker education
7. Improving the numeracy of pupils in KS2/KS3
8. The impact of a Credit Based Qualification system for Learning Delivery Network
9. Post Webb review
10. Review of NEET best practice
11. Implementation of the PSE framework for 16-19 year olds in schools and colleges.
12. Learning Pathways 14-19 learning core provision (informal education, community experience and WEW).
13. The effectiveness of the Welsh Language Centres in raising standards in Welsh for Adults and in contributing to the Iaith Pawb targets.
14. Developing future leaders – focussing on LEA management and links to school effectiveness
15. Progress made in implementation of the PE and School Sport (PESS) Initiative
16. How FE colleges are responding to the Leitch agenda.
17. Youth and community work training delivered by HEIs and local authorities.
18. The extent and effectiveness of pupil involvement in school governance
19. The new work based-learning pilot programmes – including employer engagement in WBL.

Appendix 3

Completion of advice and survey work.

Estyn will be provided with supporting tables that provide:

- a short outline of the advice or survey work required;
- an initial view on the timescale for the completion of the work;
- confirmation that the advice or survey is for publication;
- a lead contact point in DCELLS for each item of work commissioned in the remit.

This information is provided to facilitate ongoing contact and discussion with the Inspectorate. The aim is to ensure that the Inspectorate has a clear picture of the detail of the work required and the target dates for completion of remit items. It is also expected that the DCELLS contact points will be provided with regular updates on progress made by Estyn in addressing remit items.

It is, therefore, essential that:

- there is a named contact within the Inspectorate for each item of remit work;
- DCELLS and Estyn contact points should agree for each remit item the detail of what is to be provided by Estyn and milestones for completion for each remit item;
- milestones should allow opportunities to agree any changes required to the work in-year, scope for DCELLS to be provided with early warning of emerging findings through access to draft reports and opportunities for DCELLS to comment on matters of factual accuracy in draft reports and position papers.

Submission of Completed Remit items to DCELLS

Estyn will provide each DCELLS contact with a schedule for completion of remit work in advance of publication. As each item is completed, Estyn will provide the named contact person in DCELLS with a copy of the report in draft with 10 working days to provide comments on factual accuracy. Comments will be returned to the lead HMI. Estyn will consider any comments from DCELLS and where appropriate amend the report.

The Chief Inspector will arrange for a hard copy of the final report with a covering letter to be sent to the relevant Head of Division in DCELLS (copied to the Performance and Improvement Division for monitoring purposes) which will include details of the planned publication date for the report on the Estyn website. This will normally be 15 working days from the date that the final report was sent to DCELLS. The Chief Inspector will also write to the Minister for Children, Education, Lifelong Learning and Skills confirming that the report is complete and has been submitted. PID can provide further guidance on submission of remit items if required.

These timescales are intended to allow for proper consideration of the report by the Welsh Assembly Government before publication. They also afford staff in DCELLS the opportunity to brief the Minister, as appropriate, on key issues and prepare a response to recommendations in the report for publication on the Assembly's website.

Following submission of reports to DCELLS the material will, in most instances, be published by Estyn on the Estyn website and where agreed in hard copy. Summaries of reports and position papers may also be included in the Chief Inspector's Annual Report.

DCELLS will provide feedback on completed remit items using the Quality Assurance proforma agreed with Estyn. DCELLS will also provide Estyn with confirmation that a response to each report has been published on the Assembly Government's website.

**Department for Children, Education, Lifelong Learning and Skills
Welsh Assembly Government**